

INTERPRETIVE STORY DEVELOPMENT FOR THE
LEWIS AND CLARK NATIONAL HISTORIC TRAIL
INTERPRETIVE CENTER
GREAT FALLS, MONTANA

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Title: Interpretive Story Development for the Lewis and Clark National
Historic Trail Interpretive Center, Great Falls, Montana

Abstract: The Lewis and Clark National Forest is charged with the responsibility of planning, constructing, and managing an interpretive center in Great Falls, Montana addressing the travels of the Lewis and Clark Expedition. This paper describes the process implemented to establish an interpretive focus for the new center. The resulting interpretive focus; the associated learning, emotional, and behavioral objectives; and the supporting story themes and subthemes are presented. Techniques for the successful development of interpretive story outlines for major facilities are discussed.

The storyline, objectives, and themes will be incorporated in an Architectural and Engineering design services contract, where they will guide the contractor in the design of exhibit treatments and visitor flow pattern for the interpretive center.

Keywords: Interpretation, Interpretive Planning, Lewis and Clark, charrette, Plains Indians, Architectural and Engineering, National Forest, National Historic Trail

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EXECUTIVE SUMMARY

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Summary:

The purpose of this project was to develop an interpretive focus and story outline for the Lewis and Clark National Historic Trail Interpretive Center in Great Falls, Montana, which will be administered by the Lewis and Clark National Forest. The resulting interpretive storyline will be incorporated into the Statement of Work for the Architectural and Engineering (A&E) design service contract. This paper reflects five specific objectives established for the project:

1. Review the story portrayed at the other existing Lewis and Clark Expedition interpretive facilities
2. Identify a unique interpretive focus for the Lewis and Clark National Historic Trail Interpretive Center in Great Falls
3. Identify the learning, emotional and behavioral objectives for the interpretive center
4. Identify the interpretive themes and associated subthemes for the interpretive center
5. Develop the relationship between themes.

Four approaches to planning the interpretive focus were evaluated. An approach based on a team of specialists drawn from both the Forest Service and other organizations was selected. There were 12 members of the team, representing expertise in American history, museum planning, exhibit development, interpretive planning, and Forest Service administration.

During a professionally facilitated 3-day retreat, the group reviewed the interpretive stories of existing Lewis and Clark facilities, identified the opportunities inherent in the Great Falls location, identified an overriding interpretive focus, and developed the supportive story themes and subthemes.

The focus selected for the Great Falls Interpretive Center is "the story of the Lewis and Clark Expedition and their encounters in Indian Country." In exploring the profound influences that the Plains Indians had on the outcomes of the expedition and the resulting influences to the Indian way of life, this focus will transcend the ethnocentric Euro-American theme of other Lewis and Clark facilities. The focus will relate the expedition's dependency on the

Indians, their cultural differences, and the resulting changes to the Indian lifestyle. This theme is an innovative approach to the portrayal of the Lewis and Clark story. The focus will link the Lewis and Clark National Historic Trail Interpretive Center to other historic sites in Montana and the west.

To achieve this interpretive focus, the story will follow two lines:

- The chronological series of events from St. Louis, Missouri to the Pacific Ocean and return
- Events that occurred in the uncharted territory of the high plains region

Ten themes were developed to portray the interpretive focus and meet the objectives for the center:

1. Causes - The Divvying Up of North America
2. Up the River - St. Louis to Mandan
3. Uncharted Territory - Plains Indian Country: From Fort Mandan to the Confluence of the Snake and Columbia Rivers
4. Challenges and Solutions - Heroes: Common Men in Uncommon Circumstances
5. Indians - To Whom the Land Belonged
6. Knowledge - Scientists before Science is Invented
7. Everyday Life - A Typical "Untypical" Day
8. Back to the Boats - the Columbia River to the Pacific Ocean
9. Going Home - Reporting Back
10. Change - Vanguard of an Invasion

From this project, several recommendations evolved:

1. The Forest Service should enter into a contractual arrangement with the outside agency experts to retain their input through the planning for the center.
2. The interpretive storyline should be packaged into the A&E contract.
3. Other Forest Service interpretive planners should be encouraged to seek outside agency assistance in interpretive planning.
4. The Forest Service should continue to network and establish partnerships with planners and managers of facilities sharing common goals.

Successful interpretive story planning requires an integration of two skills: knowledge of planning processes and knowledge of the subject. This project incorporates both of these skills and displays the results of implementing an effective interpretive planning process.

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INTRODUCTION

On October 28, 1988, Congress passed a law requiring the development of a Lewis and Clark National Historic Trail Interpretive Center in Great Falls, Montana. The history of this law, Public Law 100-552, dates back to a 1983 community visioning meeting conducted by the Great Falls Chamber of Commerce. At that meeting, several community members with an interest in western history formed the Portage Route Chapter of the Lewis and Clark Trail Heritage Foundation. Within five years, this organization had generated sufficient local, state and national support to win legislation for a tourist facility interpreting the travels of Lewis and Clark.

At that time, the advocates envisioned a visitor's center focusing attention on the Lewis and Clark Expedition's month-long portage around the great falls of the Missouri River. Moreover, the legislation was written broadly enough to allow for interpretation beyond the local event of the portage. The legal purpose of the interpretive center is "to further the public's understanding and provide appropriate interpretation of the scope and accomplishments of the Lewis and Clark Expedition...that highlight(s) the travels of Lewis and Clark, High Plains Indians, explorers, or other historical features of the area...." A copy of Public Law 100-552 is provided in Appendix I.

Although the National Park Service (NPS) is responsible for overall management of the Lewis and Clark National Historic Trail, Public Law 100-552 assigned responsibility for the planning, construction, and eventual administration of the Great Falls interpretive center to the Secretary of Agriculture, Forest Service. It is not uncommon for other agencies to manage segments or facilities along the Lewis and Clark National Historic Trail. For example, in Region One of the Forest Service, the trail passes through the Bitterroot, Lolo, Helena, Beaverhead, Nez Perce, and Clearwater National Forests. Each maintains interpretive signage along accessible segments of the trail. Since Public Law 100-552 sited the interpretive center in Great Falls, Montana, the Forest Supervisor of the Lewis and Clark National Forest, headquartered in Great Falls, became responsible for the project.

Local planning for the Great Falls interpretive center began in March 1989, when the Forest Service held a community meeting to develop a vision for the center. Since then, a Forest Service planning team has been established and a citizen's steering committee has been formed to advise and review the work of the Forest Service planning team. Within the year, goals and objectives for the interpretive center have been established (see Appendix III), a building site has been selected, preliminary engineering surveys have been conducted, an environmental analysis is underway, and an Architectural and Engineering (A&E) design services contract is in preparation.

The A&E design services contract will be awarded in June 1990. The contractor will be directed to develop a conceptual plan, develop the design, and prepare the construction documents for the building, site development, and interpretive aspects of the project. The interpretive element includes exhibits, audio-visual programs, publications, signage, outdoor living history areas, and interpretive trails.

Purpose of the Project

The purpose of this project was to develop an interpretive focus and story outline for the Lewis and Clark National Historic Trail Interpretive Center in Great Falls. The resulting interpretive storyline will be incorporated into the statement of work for the A&E design services contract. The project had five specific objectives:

1. Review the story portrayed at other existing Lewis and Clark Expedition interpretive facilities
2. Identify a unique interpretive focus for the Lewis and Clark National Historic Trail Interpretive Center in Great Falls
3. Identify the learning, emotional and behavioral objectives for the center
4. Identify the interpretive themes and associated subthemes for the center
5. Develop the relationship between themes

History of Interpretive Planning in Region One of the Forest Service

The Lewis and Clark National Historic Trail Interpretive Center is the first large-scale interpretive facility to be developed in Region One of the Forest Service within the last two decades. Existing interpretive facilities are either smaller in scope or older than 15 years. Although several facilities are being renovated, none matches the scope of this project.

Currently, there are only four visitor-related facilities of significant size in the Region: the Madison River Canyon Earthquake Area Visitor's Center on the Gallatin National Forest, the Lolo Pass Visitor's Center on the Clearwater National Forest, the Aerial Fire Depot Visitor's Center at the Missoula Airport and the Ninemile Remount Station Visitor's Center on the Lolo National Forest. These facilities provide multiple-resource and recreation information services and encourage visitation on their respective National Forests. The information messages focus on past natural occurrences, management actions, and recreation opportunities on National Forests.

The Madison River Canyon Earthquake Center was originally constructed in 1964. The Center is a two-story building with 3,000 square feet of exhibit space. A \$65,000 exhibit renovation project is currently underway. Visitors to the center learn about the diverse recreation opportunities in the Yellowstone area and experience firsthand the awesome results of the earthquake of 1959.

The Lolo Pass Visitor's Center has evolved over 20 years. In 1969, the center consisted of two modular structures. In the early 1980s several buildings associated with an historic ranger station were moved to Lolo Pass at a cost of approximately \$125,000. The building complex now covers approximately 1,550 square feet of indoor space, 1,100 of which is exhibit

or theater area. New exhibits have been designed. In 1990, \$52,000 will be spent on exhibit fabrication and installation. Long-range plans outline upgrading of the landscaping, signage, outdoor interpretive displays, and trail systems. Site designs and narratives will be prepared in 1990, with capital investment funding to follow over the next decade. These additional developments are estimated to cost \$140,000. The projected total costs for all developments from 1980 to 2000 are \$339,000. Visitors to the Lolo Pass center learn about the history of Lolo Pass and recreation opportunities in the area.

The Aerial Fire Depot Visitor's Center was constructed in 1961 for approximately \$100,000. The building covers about 4,500 square feet. Plans are underway to design and construct a new 30,000-square-foot building at a cost of \$3.7 million. Exhibits display the history of firefighting and smokejumping in the Forest Service.

In 1989, the Ninemile Ranger District converted a garage building on the Remount Center grounds into a visitor's center containing approximately 600 square feet of exhibit space. The total costs for the project were \$53,900. The facilities, which are open seasonally to the public, focus on the history of the Remount Station, information about the wilderness resource, and backcountry etiquette for minimum impact camping.

Needs Assessment for the Lewis and Clark Project

By comparison, the Lewis and Clark National Historic Trail Interpretive Center will total 26,655 square feet, with 10,000 square feet of exhibit area. Construction costs (including the building, indoor and outdoor exhibits, signage, parking, trails, amphitheater, and landscaping) are estimated to reach approximately \$7,500,000. The size of the facility, amount of exhibit space, extent of the developments, and anticipated construction costs far exceed those of other interpretive facilities within Region One.

Regional personnel are experienced in the design and construction of administrative facilities but have limited experience in the design and construction of interpretive facilities of the size and scope of the Great Falls Center. Within the last decade several Ranger District offices have been successfully constructed from designs by both Forest Service staffs and A&E contractors. The attention given to the interpretive aspects of the design for the Lewis and Clark National Historic Trail Interpretive Center creates a new design challenge. As envisioned, the interpretive elements must be well-integrated with the architectural and site development elements of the design, with the architectural design playing a subservient role to the overall goal of interpretation. Forest Service architects, engineers, and landscape architects who have little experience in designing interpretive facilities of this size and complexity will be challenged to implement the axiom "form follows function."

The Forest Service also lacks expertise in interpretive planning. Region One currently employs only one experienced interpretive specialist. The subject matter for the interpretive center also reaches the limit of Forest Service experience. According to the law, the interpretive center shall be administered to "best provide for the interpretation of the scope and accomplishments of the Lewis and Clark Expedition, along the National

Historic Trail." Those who wrote this legislation intended an interpretive presentation of American history, not Forest Service history. This historical focus has caused some consternation within the agency. History is not the traditional Forest Service mission unless it involves interpretation of the agency's history or the resources it manages.

The language in the law, "...along the National Historic Trail" also poses a problem: although Lewis and Clark passed through lands that are now part of six National Forests in Region One, the National Historic Trail does not pass through the Lewis and Clark National Forest.

Two key needs emerged from the foregoing assessment:

- The need to accomplish the interpretive planning with the limited experience on projects of this nature and complexity
- The need to overcome limited historical expertise on the subject matter

To plan, design and construct facilities that effectively communicate to visitors the story of the Lewis and Clark Expedition it is essential that a clear, concise story be defined prior to award of an A&E design services contract. This project attempts to overcome the challenges facing the Forest Service by implementing a process to effectively develop a credible story for the Lewis and Clark National Historic Trail Interpretive Center.

LITERATURE REVIEW

The objective of the literature research was twofold: to review information on how other centers have portrayed the Lewis and Clark story and to identify and evaluate the planning methods used by other organizations with interpretive planning responsibilities.

In lieu of a Westfornet search or a literary search of the Journal of Interpretation or university theses and dissertations, literature research was conducted by telephone communications and written correspondence with other interpretive facilities, visitor centers, and museums. The facilities contacted were operational, under construction or in the planning stages. Information was received from the following facilities:

Forest Service:

- Mount St. Helens, Gifford Pinchot National Forest, Vancouver, Washington
- Southeast Visitor Information Center, Tongass National Forest, Ketchikan, Alaska
- Mono Basin National Forest Scenic Area, Inyo National Forest, Lee Vining, California
- Mountain Loop Byway, Mt Baker-Snoqualmie National Forest, Granite Falls, Washington to Darrington, Washington
- Big Pines Visitor Center, Angeles National Forest, Wrightwood, California
- Brasstown Bald Visitor Center, Chattahoochee National Forest, Georgia
- Portage Glacier Visitor Center, Chugach National Forest, Alaska
- National Visitor Center, Washington, DC.

National Park Service:

- Custer Battlefield National Monument, Crow Agency, Montana
- Fort Clatsop Visitor Center, Astoria, Oregon
- Jefferson National Expansion Memorial, St. Louis, Missouri
- Denver Service Center, Colorado
- Harper's Ferry Design Center, West Virginia

Bureau of Land Management:

- National Historic Oregon Trail, Baker, Oregon
- BLM Regional Office in Portland
- Visitor Center of the Upper Missouri, Fort Benton, Montana.

Privately- operated Facilities:

- Cahokia Mounds, Collinsville, Illinois
- High Desert Museum, Bend Oregon
- Fort Canby State Park, Ilwaco, Washington
- Head-Smashed-In Buffalo Jump Provincial Historic Site, Alberta, Canada
- Museum of the Rockies, Bozeman, Montana.

Information was also used from training sessions and personal contacts with John Veverka and Associates, Lansing, Michigan and Dr. Sam Ham, Associate Professor of Recreation Management at the University of Idaho, Moscow.

Literature Review Findings

Literature review findings are summarized in two ways; a review of the existing interpretive approaches to the Lewis and Clark Expedition and a review of existing interpretive planning processes.

Existing Interpretive Approaches to the Lewis and Clark Expedition

There are four Lewis and Clark interpretive facilities between St. Louis, Missouri, where the epic journey began, and the Pacific Coast, where it ended. Their standard interpretive approach is to portray the journey chronologically from a Euro-American perspective, highlighting specific local or colorful events. The timing of events and their relation to the formation of the nation serve as the major themes. A history timeline is prevalent at most locations. Portraying the travels of Lewis and Clark's group, the Corps of Discovery, from east to west across North America as an historical sequence of linear events is a textbook approach to learning history. The exhibit designers have simplified the interpretive message to a series of memorized dates and events.

Living history demonstrations are popular at three of the Lewis and Clark centers. Staff and volunteers typically dress as the expedition members and reenact activities characteristic of the expedition. They focus on activities of white man and the techniques used by the Corps of Discovery to survive the wilds of their journey. Prominence is given to statistical facts and figures, such as the amount of supplies transported, consumed, and replenished. Again, facts and figures are emphasized and the experience is recounted from a Euro-American perspective.

Jefferson National Expansion Memorial

The Jefferson National Expansion Memorial at the St. Louis Arch in Missouri is managed by the National Park Service. The facility opened in 1976. The Museum of Westward Expansion, a part of the memorial, is a tribute to the vision of Thomas Jefferson and the pioneers in the opening of the west. The Lewis and Clark story plays a commanding role in the interpretation of Jefferson's vision, but not a solo role. The museum also features explorers, hunters, trappers, frontiersmen, and pioneers who settled the west after the Lewis and Clark Expedition.

Fort Mandan

In North Dakota, the McLean County Historical Society has constructed a replica of Fort Mandan, where Lewis and Clark overwintered with the Mandan Indians in 1804-1805. Interpretation focuses on daily life of the expedition at Fort Mandan. Costumed volunteers reenact daily life scenarios at the fort site on a seasonal basis.

Fort Canby

The Lewis and Clark Interpretive Center at Fort Canby State Park in Ilwaco, Washington provides a chronological account of the entire journey. The museum is located in an old coastal defense structure on Cape Disappointment at the mouth of the Columbia River. The primary interpretive presentation is a chronology of the entire journey. A system of ramps channels visitors through a timeline of the travels of Lewis and Clark.

Fort Clatsop

The Fort Clatsop Visitor Center, operated by the National Park Service, is located southwest of Astoria, Oregon. Officials believe that the facilities are built at the site of the original fort which was constructed in 1805 to protect members of the expedition as they overwintered and prepared for the return trip. Facilities include a small visitor's center and the reconstructed fort. At present, the visitor center and exhibits are being remodeled and expanded to include two new theater areas and more exhibit space. Interpretation at the existing facilities focuses on the hardships endured by expedition members during the winter of 1805-1806. Costumed staff offer living history demonstrations at the Fort on a seasonal basis.

Existing Interpretive Planning Processes

Four different methods are commonly used to develop interpretive story outlines:

- Government design centers
- In-house teams
- A&E contractors
- Combination of in-house/outside teams

Each method is described below:

Government Design Centers

The National Park Service probably has more experience than any other government agency in the design of major interpretive facilities. Their reputation for professional design and management of facilities extends across the nation. At the Harper's Ferry Design Center in West Virginia, a think tank for the National Park Service, teams of interpretive specialists, subject matter experts, artists, designers, and recreation planners work cooperatively to formulate interpretive storylines for National Park Service facilities. At one time, all facilities were designed at the Harper's Ferry Design Center. Now, however, interpretive themes and storylines are also created by in-house teams at the local National Park Service offices, with further development of story ideas and exhibit designs by the Harper's Ferry group, if needed.

The United States Department of Agriculture (USDA) Design Division provides design services to USDA agencies. The Design Division's scope of services ranges from consultation to conceptual planning to development of interpretive construction documents. The Forest Service has utilized the Design Division for many of its projects.

In-house Teams

More recently, the Forest Service, Bureau of Land Management, National Park Service and many private organizations have formed in-house teams to create interpretive storylines. The team commonly includes interpretive specialists, subject matter experts, and exhibit curators or designers.

Most teams conduct a charrette by sequestering themselves for 3 to 7 days. The term "charrette" is derived from a French word meaning cart used to transport drawings. The word is defined in Webster's Third New International Dictionary as "the intense final effort made by architectural students to complete their solutions to a given architectural problem in an allotted time or the period in which such an effort is made." In the context of this project report, a charrette is a meetings management process whereby individuals focus their creative thinking to make collaborative decisions. A professional facilitator normally manages the charrette meeting to encourage total participation and ensure accurate recordkeeping. The task of an interpretive charrette team is to develop an interpretive story for their facility and then generate themes to tell that story. A typical agenda includes four parts: 1) identifying the potential audience, 2) identifying the interpretive goals and objectives, 3) developing a story outline, and 4) brainstorming exhibit treatments to match the story outline. The decisions are often packaged as an interpretive prospectus and provided as government furnished property to an interpretive design contractor for further development.

A&E Contractors

On occasion, an A&E interpretive design contractor is provided only general direction about the interpretive goals and objectives, and is given license to establish the storyline. This approach rarely works successfully without joint planning and decision-making between the contracting agency or institution and the contractor.

To successfully manage this collaborative process, the contractor usually begins by conducting a charrette, as in the in-house team approach. The only difference is that the contractor leads the charrette as part of the contract.

Combination of In-house/Outside Teams

An approach to interpretive planning that has long been used by private institutions and is seeing more frequent use today by government agencies is a combination of in-house and outside expertise. An interpretive planning team representing the necessary expertise is formed. Team members are drawn from inside the agency and outside sources, as needed. These combined teams collaborate on story development, often using the charrette technique.

Each approach has its advantages and disadvantages, and process decisions must be based on the specific situation. Advantages of the government design centers and in-house teams is their familiarity with the agency mission and regulations often resulting in a cost and time savings. In-house teams often have the added advantage of firsthand knowledge of the subject matter. A&E contractors bring a wider breadth of exhibit design experiences from their work on facilities across the nation. In-house/outside expert teams can combine all of these aforementioned advantages. Each approach has its advantages, their disadvantages must also be weighed.

A problem inherent with in-house teams and expert design centers where personnel have collaborated on many projects is the tendency to recycle interpretive solutions. Old ideas may be reworked and traditional techniques may be reprocessed. Exhibit treatments become repetitive, resulting in a "canned" approach to interpretive problems. The in-house team approach can also be a problem if one of the essential team players is weak or missing, for example, where the subject matter expertise is not available in-house.

When an A&E contractor is allowed license to develop the interpretive story, the contracting agency may lose control to the contractor's personal agenda for the interpretive story. Control can be maintained if the contracting agency requires that the story meet an explicit set of objectives.

And finally, problems can arise with any of the approaches if personality clashes or lack of trust inhibit collaborative planning.

Regardless of the process, the critical issue is to carefully select individuals who can provide the most meaningful, relevant and appropriate input to the interpretive story development.

METHODOLOGY

The challenges described in the "needs assessment" section of this report led to this project proposal. The project was endorsed by the Forest Supervisor, the Regional Interpretive Specialist and the Forest Service planning team members responsible for the planning of the Lewis and Clark National Historic Trail Interpretive Center. The method for creating the interpretive focus, storyline, and themes for the new center followed three basic steps:

- Select the planning approach
- Select the in-house/outside expert team
- Develop and implement the planning charrette

Select the Planning Approach

All four approaches revealed by the literature review were considered. In October 1989, the project was discussed at length with Mr. Jim Schleyer of the USDA Design Division. The Division staff was fully scheduled with other projects for the USDA and could commit only an advisory role in the Lewis and Clark project. For this reason, the government design center approach was eliminated as an option.

To meet the center's legislative mandate, indepth experience in interpretive planning as well as the historical subject matter were needed. Because of the agency's limited capabilities in these areas, the in-house team approach was eliminated as an option.

Reliance on the A&E contractor seemed too risky. The literature review indicated that the most successful A&E designs were obtained when the contractors were provided thorough interpretive direction in the contractual statement of work, and such direction was not yet assembled for this project.

The decision was then made to assemble a team of in-house/outside agency "experts" to develop the interpretive storyline.

Select the In-house/Outside Expert Team

Realizing that the danger of the in-house/outside agency approach was in finding the proper mix of participants, the agency selected team members carefully. Based on the needs assessment mentioned above, outside expertise was sought for the historical subject matter and for overall interpretive planning. Selections were based on recommendations from the Forest Service Recreation Staff in the Washington Office, the Lewis and Clark Trail Heritage Foundation, and the Regional Interpretive Specialist. The outside agency participants' expertise met either the need for credible knowledge of the subject matter or expertise in interpretive planning. Four outside expert participants were selected:

- Dr. Herman Viola, Director of Quincentenary Programs at the Smithsonian Institution Museum of Natural History
- Mr. George Horse Capture, Curator of the Plains Indian Museum at the Buffalo Bill Historical Center in Cody, Wyoming
- Dr. James Ronda, Professor of History at Youngstown University in Ohio

- Ms. Beth Merrick, Exhibits Curator at the Museum of the Rockies in Bozeman, Montana

Dr. Viola directs the Smithsonian's exhibition commemorating the 500th anniversary of Christopher Columbus landing in the New World. Having published works on the Lewis and Clark Expedition and planned several major interpretive exhibits at the Smithsonian, Dr. Viola offered a synthesis of both the interpretive and history elements.

Mr. George Horse Capture is internationally known for his knowledge of the Plains Indian history and culture. The Plains Indian Museum in Cody currently manages one of the world's most extensive collections of Plains Indian artifacts. His expertise in the Plains Indians culture and museum management provided experience in both history and interpretive planning.

Dr. Ronda was identified by local Lewis and Clark scholars as the leading authority on the subject of the Lewis and Clark Expedition. He has written numerous professional papers and books on the subject of westward expansion and the American west. Dr. Ronda is probably best known for his book Lewis and Clark Among the Indians. His expertise fulfilled the need for a subject matter expert.

Ms. Beth Merrick has been involved in exhibit design at several major museums in California. Most recently, she has been planning, designing, and developing exhibits for the Museum of the Rockies in Bozeman, Montana. The museum has in-house capabilities to develop exhibits from the conceptual through the fabrication stages. Ms. Merrick fulfilled the interpretive planning need.

Three Forest Service (i.e., in-house) specialists were selected for this interpretive planning team: the Lewis and Clark National Forest Supervisor, the project manager, and the regional interpretive specialist.

Five additional people from the citizen's steering committee and the Lewis and Clark Trail Heritage Foundation completed the team. Their combined skills in Lewis and Clark history, natural history, and militia of the time period provided missing links in the subject matter expertise.

All team members are listed in Appendix II.

Develop and Implement the Planning Charrette

A 3-day charrette to be facilitated by a private interpretive planning group was planned to develop the interpretive story outline for the Lewis and Clark National Historic Trail Interpretive Center. After contacting other regions of the Forest Service and the Portland Office of the Bureau of Land Management, Region One contacted John Veverka and Associates of Lansing, Michigan to facilitate the charrette.

An agenda was jointly developed by the project manager, regional interpretive specialist, and contractor via a telephone conference call. Six sequential outcomes of the interpretive planning charrette were formulated:

1. Identify the main interpretive focus, themes and subthemes for the center

2. Identify the associated learning, emotional and behavioral objectives
3. Develop a sequential flow for the interpretive themes and relationship between themes
4. Assign the best opportunities for telling the storyline, whether indoors or outdoors, and rank them in importance to determine the amount of programming effort for each theme
5. Determine if there is any specific exhibit treatment that is key to the success of the interpretation
6. Decide if the interpretation demands a certain architectural presentation.

Goals and objectives for the interpretive center that had been developed during the previous year were sent to each team member prior to the charrette, see Appendix III. A copy of the draft agenda and the six desired outcomes were also sent to each team member in advance.

The charrette agenda was finalized by the facilitator, project manager, and regional interpretive specialist the day before the meeting.

Arrangements to document proceedings of the charrette were also made. Two nonparticipating individuals were retained to maintain accurate and complete records of the meeting. One recorded on flipcharts and another entered the flipchart information into a computer as the charrette was in progress. The resulting documentation provided much of the record for the findings in this report.

The charrette was conducted in the Montana Department of Fish, Wildlife and Parks headquarters, adjacent to the site selected for the interpretive center.

Day 1 was spent familiarizing the team members with the project, the site, and each other. After a brief presentation on the background and status of the project, team members made an onsite visit. An open sharing time was scheduled in the afternoon allowing members to express personal biases, agendas, and expectations for the 3-day meeting. Because several of the members did not know each other, it was important to allow time for this interchange.

Days 2 and 3 were spent on the following tasks:

- Identifying the potential visitor audiences
- Identifying the anticipated programming
- Determining a focus for the Center
- Creating the story outline

After the meeting ended, the materials were packaged into a summary by the project manager and sent to all participants for review and input. A computer-generated visual of the story outline was also prepared (see Appendix IV).

RESULTS

Identifying the Interpretive Focus

The in-house/outside planning team decided that the following features of the Great Falls site should be reflected in the interpretive focus and storyline of the new center:

- Great Falls lies in the high plains region of the expedition, the only truly uncharted lands along the route.
- Of all the physical trials overcome by the Corps of Discovery, none matched the difficulty of the month-long portage around the great falls of the Missouri River and the overland journey across the mountains of Montana.
- Journal notations recorded in the immediate vicinity of Great Falls include stories of grizzly bear encounters, the great falls, Indian tribes to the north, the curing waters of Sulphur Springs, the discovery of giant springs, and an iron boat that failed to float.
- Several new species of flora and fauna were discovered in the Great Falls area.
- Although the faces of the falls have been developed to generate power and the landscape has been altered by developments, visitors can still experience the feel for the endless grassy hills, the sounds of rushing water, the sights of the shining mountains, and the exposed portage route that led the expedition around the great falls of the Missouri River.

The interpretive focus arising from the factors noted above could easily have followed the pattern of other Lewis and Clark centers with a chronological account of the entire journey and emphasis on the localized events of the portage. Many hardships were endured and action-packed journal entries recorded during the portage, and the legislation specifically mentions the portage and the trials of the high plains overland trip. This story would have satisfied the intent of the law and initial vision of those who drafted it.

The interpretive planning team recognized that by limiting the interpretive focus to the portage, they would lose opportunities for national appeal. While familiar to local residents and historians, the portage story does not offer an interpretive "hook" to connect the interpretive messages or to attract a broader spectrum of interests.

The interpretive "hook" selected for the Great Falls center is "the story of the Lewis and Clark Expedition and their encounters in Indian Country." The overall story will focus not on the events per se but on the historic and cultural context in which they occurred. In exploring the profound influences that the Plains Indians had on the outcomes of the expedition and the resulting influences to the Indian way of life, this story will transcend the ethnocentric Euro-American themes of other Lewis and Clark interpretive facilities. Interpretation will focus on the interrelationships of the Euro-Americans and the Plains Indian tribes. The themes will relate the expedition's dependency on the Indians, their cultural differences, and the resulting changes to the Indian way of life. These interpretive messages will be incorporated throughout the chronological episodes of the journey and also

be expanded as individual themes. No where else has this cultural interchange been presented so completely as part of the Lewis and Clark story.

This interpretive focus will also allow the Great Falls center, which is located in the heart of the Plains Indian region, to link with other historic sites in Montana and the west. Key historic sites include the Plains Indian Museum in Browning, Montana; the Custer Battlefield on the Crow Reservation, Montana, the Chief Joseph Battleground near Havre, Montana; the Plains Indians Museum in Cody, Wyoming; the Ulm Pishkin west of Great Falls; and the Head-Smashed-In Provincial Historic Site in Alberta, Canada.

Because the chain of events before, during, and after the expedition is important, the interpretive story will also address the linear history of the expedition. However, the trail segment from Fort Mandan, North Dakota to the confluence of the Columbia and Snake Rivers in Washington will be emphasized with special attention to the encounters in the high plains.

Identifying the Learning, Behavioral, and Emotional Objectives

The planning team established three types of objectives to meet the center's cultural and historic goals (see Goals 1 through 4 in Appendix III):

- Learning objectives, what the visitor should know
- Behavioral objectives, what the visitor should do
- Emotional objectives, what the visitor should feel during or after the visit to the interpretive center.

Objectives to Meet the Cultural Interpretive Goals

Learning

On leaving the center, visitors should know the following information:

- * That the American West of 1805 was not an unknown land, it was peopled by many Indian tribes
- * What expertise the native peoples lent to the success of the expedition
- * What encounters Lewis and Clark had with the Indians
- * What Sacagawea's role really was
- * What cultural changes occurred because of the expedition
- * How the cultural differences of the Euro-Americans and Native Americans affected each other
- * What observations and records were kept on the Indian tribes.

Behavioral

After leaving the center, visitors should take the following actions:

- * Seek more information about Native American culture by visiting the Browning Museum in Browning, Montana; the Ulm Pishkin west of Great Falls; the Head-Smashed-In Buffalo Jump Provincial Historic Site in Alberta, Canada, or other related sites
- * Read more about Plains Indian culture
- * Replace stereotypes of Indian culture with more accurate views.

Emotional

Visitors should feel a range of emotions as they move through the exhibit room or experience the audio-visual programs, guided tours, or living history demonstrations. Their feelings should mirror those

likely to have been felt by Native Americans at the time of the expedition, which probably ranged from inquisitiveness to fear, suspicion, anger, and distrust.

While at the center, visitors should feel the following emotions:

- * Respect for the knowledge and survival skills of the native peoples
- * Surprise at the expedition's dependence on the native people
- * Alarm at the changes to native culture caused by the expedition
- * Conflicting pride and sorrow at the outcomes of the expedition.

Objectives to Meet the Historical Interpretive Goals

Learning

On leaving the center, visitors should know the following information:

- * Why Lewis and Clark were sent on the expedition
- * How Lewis and Clark prepared for the expedition
- * How this expedition compared with others of similar scope
- * What notable events happened on the 28-month journey
- * How the expedition community was structured for efficiency and order
- * What discoveries were made
- * What everyday expedition life was like
- * What the physical and emotional challenges were
- * What the success and failures were
- * How and what records were taken and what happened to them
- * What happened to the expedition members afterwards
- * Why the expedition is important to us today.

Behavioral

After leaving the center, visitors should take the following actions:

- * Read historical materials about the Lewis and Clark Expedition and related history of the early 1800s
- * Join the Lewis and Clark Trail Heritage Foundation, Inc. to learn more and support an organization geared towards education about the expedition
- * Seek opportunities to attend lectures, seminars, or guided tours on the subject of Lewis and Clark
- * Return to the center to increase their knowledge
- * Tell others about the center and encourage them to visit

Emotional

As was the case for the cultural interpretive goals, the center should awaken feelings of empathy in the visitor. Visitors should mirror the emotions shared by the expedition members during their travels and extended time away from home and family. Depending on the specific interpretive message, these feelings can be expected to range from elation and anticipation to despair, fear, hopelessness, and failure.

While at the center, visitors should feel the following emotions:

- * Amazement at the amount of gear transported and the everyday life survival needs

- * Respect for the discipline and fortitude of the expedition members
- * Surprise at the different leadership styles of Lewis and Clark
- * Conflicting pride and sorrow at the outcomes of the expedition

Identifying the Interpretive Themes and Subthemes

The interpretive themes for the Lewis and Clark National Historic Trail Interpretive Center were designed to support the foregoing inherent features of the Great Falls site, and the goals and objectives. The interpretive storyline will follow two lines:

- The chronological series of events during the journey to and from the Pacific Coast and the resulting impacts on the nation and the native peoples.
- Events that occurred in the uncharted territory of the high plains region (i.e., from Fort Mandan to the confluence of the Columbia and Snake Rivers), including the challenges and solutions, Indians, knowledge, and everyday life influences and occurrences.

The chronology was included primarily to help the visitor gain an overall understanding of the expedition. Interpretive emphasis was directed to the stories and relationships of the Corps of Discovery and the native peoples of the UNCHARTED TERRITORY. The following section describes the themes identified for the interpretive storyline.

THEME 1: CAUSES - THE DIVVYING UP OF NORTH AMERICA

At the time of the expedition, there was an international struggle for power over the North American continent. Timing was essential, since several countries were vying for the same lands. A basic understanding of the world situation in 1803 will help the visitor appreciate the purpose of the expedition and understand the level of effort expended to plan the trip.

SUB-THEME: WESTERN EXPANSION - The world of 1803 was characterized by struggle for political and commercial empire. The future of the world was wide open. Imperialistic attentions were scattered over the globe, including western North America. Empire-building activities in the United States are represented by the Louisiana Purchase to expand the country's landbase, and the race to discover the Northwest passage, considered the key to commercial success.

Thomas Jefferson was the key player in this race for empire. His interests extended beyond commercial and political gain to science, land description and mapping and the native peoples, as is apparent in his instructions to Lewis and Clark.

SUB-THEME: CROWDED WILDERNESS - In 1800, western North America was not an unpeopled land, but instead a populated wilderness inhabited by large and varied Indian tribes. These tribes knew

the land well, had established their own cultures, and empowered themselves with the technology to thrive. Trappers and traders, too, had already investigated some areas of the West.

SUB-THEME: THE PLAN - The expedition was a military operation financed by Congress. Although planning to meet the physical needs of the expedition had been extensive, shortfalls still occurred. At times certain equipment would have been useful had it been brought. The expected length and hardships of the trip were derived from trappers' maps and Indian information. Expectations about the great falls, the mountain passage, and the Indian tribes were either met or shattered as the expedition encountered the actual environment.

SUB-THEME: PERSONNEL - Personnel selections and training for the expedition members is an interesting story. The leadership combination of Lewis and Clark helped the expedition overcome many physical and mental challenges. The individual team members forged a cohesion that allowed them to become a self-reliant unit.

THEME 2: UP THE RIVER - ST. LOUIS TO MANDAN

The first leg of the trip was a boat journey up a known stretch of the Missouri River (St. Louis to Mandan) routinely traveled by trappers and traders. By Mandan, the members entered the high plains country. The expedition overwintered with the Mandan Indians, preparing for the second, less traveled leg of their trip.

SUB-THEME: ENCOUNTERS - Although easier than overland travel, the river route with its channels, snags and other obstacles was a challenge. The expedition met trappers, traders, and Indian tribes along this established transportation route, and tested their negotiation skills with the Sioux tribe as they sought passage upstream. Buffalo were first seen along this stretch of the journey.

SUB-THEME: TEAM BUILDING - This leg of the trip was used as a crew shakedown. The expedition tested its negotiation skills, physical capabilities, and equipment. Disciplinary actions were taken.

SUBTHEME: FINAL CUTS IN PERSONNEL AT MANDAN - In the early 1800s, Fort Mandan was a thriving Indian village with a population larger than St. Louis. Life at the post was spent in final preparation for the journey into uncharted lands. French engagés were hired to assist the military contingent and the group achieved unit cohesion by the end of winter.

SUB-THEME: RECONNAISSANCE - Throughout the winter of 1804, reconnaissance was conducted. Hudson's Bay, French, and Northwest trappers and traders were a rich source of geographic and ethnographic data. Information provided by the Hidatsa and Mandan Indians was used by Clark to prepare the maps, time schedules, and a list of Indian tribes that would be encountered.

THEME 3: UNCHARTED TERRITORY - PLAINS INDIAN COUNTRY: FROM FORT MANDAN TO THE CONFLUENCE OF THE SNAKE AND COLUMBIA RIVERS

This leg of the trip forms the primary interpretive focus for the center. As the truly exploratory segment of the journey, the unexpected happened, and four major decisions were made: at the Marias junction, at the great falls, at the Continental Divide, and at the waterway to the Pacific. Interpretation should be designed to instill visitors with a sense of discovery, a respect for the expedition's willingness to proceed on, and surprise at the expedition's dependence on the Indians.

The destiny of America, as we know it today, may have rested with the fate of this expedition.

Four additional themes relating to this chronological unit (i.e., uncharted territory) were established by the planning team. Each theme will be developed from events that occurred while the expedition passed through the uncharted territory. These four themes are Challenges and Solutions, Indians, Knowledge, and Everyday Life.

THEME 4: CHALLENGES AND SOLUTIONS - HEROES: COMMON MEN IN UNCOMMON CIRCUMSTANCES

As the expedition left Fort Mandan, the real exploration began. The challenges posed by geographic barriers, weather, and personal trials of the body and mind were met with sheer determination and innovative problem-solving.

SUB-THEME: OVERCOMING BARRIERS - GEOGRAPHIC CHALLENGES - The great falls of the Missouri River were far greater than expected. Based on information gathered at Mandan, the corpsmen were expecting one waterfall and a brief portage over relatively level ground. The misperception of an easy portage arose partially from the different travel styles of the Indian and the Expedition members. Material goods within the Indian culture were lightweight in comparison to the heavy gear transported by the expedition. An easy portage with light equipment became an arduous one with heavy gear. The portage took a month of travel over rugged coulees and open plains. Schedules were further delayed and lives jeopardized as the corpsmen encountered grizzly bears and bison along the portage route.

Preconceived notions about the overland passage through the mountains were also inaccurate. What had been described as "one mountain" proved to be a wall of continuous mountains. Hopes of connecting with the Shoshoni Indians for horse transportation faded to desperation, and negotiations were anything but smooth. Food became scarce and illusions of meeting the time schedule were shattered.

SUB-THEME: OVERCOMING CONDITIONS - WEATHER - To make matters worse, almost every type of weather was experienced in this region. Seasonal heat and cold slowed travel, and huge

hailstones pummeled the expedition along the portage. Flash floods caused loss of some records and nearly cost lives. Creative solutions helped overcome barriers. For example, the winds, common on the plains today, were put to use as sails were installed on the canoes. The windpower helped the men roll the canoes with less effort.

SUB-THEME: OVERCOMING BODY AND MIND - PERSONAL TRIALS - Expedition members were challenged mentally as well as physically. Sacagawea was severely ill at the portage. Lewis's concern for her condition is evident in his journal notations. Physical hazards such as prickly pears, rattlesnakes, and grizzly bears compounded problems on the portage. Weaponry proved ineffective in defense against the grizzlies. Hunting parties were dispatched with two members so that multiple wounds could be inflicted to kill attacking bears. The members felt emotionally let down when the waterfall they expected turned out to be five falls and one mountain range became a series of mountains. Additionally, the iron boat, a hope for future transport, refused to float, humiliating Lewis and the corps. Reliance on the Indians was critical in this region. Fear of the Piegan and worry over not finding the Shoshoni exacerbated the stress. Poor morale became worse as negotiations with the Shoshoni went poorly. And still, the expedition endured.

THEME 5: INDIANS - TO WHOM THE LAND BELONGED

Although uncharted, this region was not unpeopled. Nomadic Indian tribes had coexisted throughout the region for many years. The Lewis and Clark Expedition was a tourist attraction for the Indians; many had never seen a white man. Hardly a simple tourist attraction, though, the expedition caused both immediate disruption and long-term changes in the Indian culture.

SUB-THEME: A PEOPLE ON THE MOVE - THE PEOPLE'S VIEW - At the time of the expedition, Indian tribes passed through this area in pursuit of their seasonal food sources. In the summer hunting months, tribes would gather in large groups for hunting purposes. In winter, the groups would be small. The expedition passed through the great falls area during the summer, when the tribes were elsewhere hunting the buffalo; therefore, they did not meet Indians along the portage as expected. Had the expedition met with the Shoshoni and traded for horses, the portage may have been far easier.

Although the tribes were nomadic, "border" disputes arose. In the vicinity of the great falls, struggles between the Piegan Blackfeet and Shoshoni had been ongoing for several years.

SUB-THEME: THE VISITING WHITE MAN - LEWIS AND CLARK'S VIEW - The various Indian tribes did not respond to the expedition in the same way. Encounters were sometimes peaceful and at other times difficult. Jefferson believed in four levels of civilization: hunters, herders, farmers, and city dwellers. He believed that Americans needed an expanding land base to prevent the last stage of civilization (i.e., city dwellers), which he considered

decline. Lewis and Clark were field ethnologists, describing only outward appearances. They made no attempt to understand the native culture; they saw their role as being to "Americanize the Savages." Perhaps they avoided examining the Indians more deeply because they feared unveiling their own thin layer of civilization.

SUB-THEME: CHANGING THE BALANCE OF POWER - At the time of the expedition, a power struggle was underway between the Piegan Blackfeet and the Shoshoni. The Piegans had successfully prevented the Shoshoni from hunting buffalo within certain areas of the region. Alliances between the Shoshoni and the Lewis and Clark Expedition, with the introduction of guns, could have shifted this power struggle. Lewis and Clark understood this situation and chose not to arm either tribe.

Nonetheless, Lewis and Clark unknowingly disturbed existing tribal power structures. They typically gave peace medals to the tribal member first encountered. This arbitrary practice caused power struggles within tribes, as peace medal holders were then often recognized as new tribal leaders.

THEME 6: KNOWLEDGE - SCIENTISTS BEFORE SCIENCE IS INVENTED

Lewis and Clark were scientists before science became a profession in the New World. They functioned as gentlemen scholars, observing and reporting physical appearances rather than behavior and relationships. Their disciplined observations and contributions to the science of the time is immeasurable. Jefferson's foresight in requiring the meticulous journal records has proven invaluable in our present understanding of the events of the journey.

SUB-THEME: MAPPING UNCHARTED LAND - Much of land west of Fort Mandan was unmapped before the expedition. Jefferson directed Lewis and Clark to locate the source of the Missouri River and map the lands along the way. Although rudimentary, their methods were fairly accurate. Using a sextant and compass, Clark recorded extensive topographic data. The accuracy of his records can be cross checked against historical survey files recorded for the falls during development of the present-day dams. The expedition also named many of the rivers and landmarks that are well-known today: Judith, Marias, Gallatin, Jefferson, and Madison Rivers; Giant Springs; and others.

SUB-THEME: CONTACTING THE PEOPLE - The tribes of Lewis and Clark's time -- the Piegan Blackfeet, Shoshoni, Flathead, and Nez Perce -- still reside in the area today. Dueling tribes often referred to each other by derogatory names. Ignorant of this practice, Lewis and Clark unknowingly used these derogatory names, some of which are still used today.

SUB-THEME: RECORDING AND COLLECTING - NATURAL HISTORY - Lewis and Clark are famous for their records and collections of flora and fauna encountered along the expedition route. Although not scientists in the true sense, since scientific training was not a vocation at the time, Lewis and Clark were extremely thorough in

their observations. The expedition recorded much useful zoological, botanical, ethnological, and topographical data. As with their Indian descriptions, they observed external appearances only, often neglecting to observe and record behavior and relationships.

Lewis and Clark are credited with identifying and naming Montana's state bird and flower. Many new species were recorded by the Expedition. When trained scientists did come West, they found that the expedition had already discovered most of the species in the region. Lewis and Clark generally used words instead of illustrations to describe their observations. The party did not include an artist, nor was it equipped with a camera. Observations were typically made after specimens were shot (animals) or collected (plants).

THEME 7: EVERYDAY LIFE - A TYPICAL "UNTYPICAL" DAY

In this century of modern conveniences, it is difficult to imagine how a party of individuals could have survived for 28 months with the crude implements of the time. The "community" was well organized to meet the challenges of daily survival.

SUB-THEME: SOCIETY ON THE TRIP - This was a military expedition, and social structure was organized in military style. Decision-making, discipline, and the power hierarchy were all key to the social organization. Civilian hunters and the French engagés were a part of the bigger "community." The daily routine of record keeping, food gathering and preparation, and travel was orderly. Recreation was similar to today, with drinking, song, dance and sexual encounters with the native peoples.

SUB-THEME: BRING IT, FIX IT, OR MAKE DO - EQUIPMENT AND SUPPLY - Under the circumstances, the expedition members functioned as their own trading post and repair shop. The manufacture and repair of firearms and fabrication of ammunition reflected the technology of the time. The Corps of Discovery became adept at planning the menus, projecting the amount of meat needed, conserving the foodstuffs transported, and organizing their mess units for efficiency. Their clothing and shelters were rudimentary and changed over the course of the trip as provisions depleted. Their self-sufficient lifestyle required ingenious techniques to provide for personal hygiene, baby care, tooth care, toilet grooming, and medical treatments.

THEME 8: BACK TO THE BOATS - THE COLUMBIA RIVER TO THE PACIFIC OCEAN

After finding the correct waterway, the expedition returned to the water and completed their journey to the Pacific Ocean. The world of the Columbia River basin was quite different from the drier, open plains country. Although easier than the previous segment of the trip, this final leg posed new challenges.

SUB-THEME: AN EASY BOAT RIDE - The downstream water travel was easier and faster than the overland journey. Having been mapped by earlier explorers, the terrain was better known.

SUB-THEME: UNCOMFORTABLE ACCOMMODATIONS - At the Dalles in Oregon, the expedition was forced to trade with the Indians of the Plateau. Supplies were short, and the corpsmen resorted to thievery and threats in dealing with the tribes. When the expedition finally reached the Pacific and resolved to remain the winter, conditions did not improve. They were faced with cramped living quarters, "unfit" food, cold wet weather, and sickness.

SUB-THEME: A MUTUAL DISLIKE - Lewis and Clark did not find the Columbia world particularly appealing. They were no longer considered the "white gods" as they had been by the Plains tribes. They lived at arm's length from their Indian neighbors, disliking most everything about the people, including their style of language. The dislike was mutual, the Indians viewed the expedition as simply more white men determined to exploit their land.

THEME 9: GOING HOME - REPORTING BACK

Going home was almost anticlimatic for the corpsmen. Their primary mission was to return with the written records.

SUB-THEME: A FALSE START - So anxious was the expedition to leave Fort Clatsop that they made a false start. In the only retrograde march of the expedition, they were forced back by adverse weather conditions.

SUB-THEME: BREAKING UP THE PARTY - The corpsmen divided forces to explore multiple routes on the return journey. Clark undertook the first systematic reconnaissance of the Yellowstone River, although he was not the first European to see it. Lewis's return included a side excursion up the Marias River where two Piegan Blackfoot Indians were killed, the only Indian fatalities of the trip. Peace medals were left as a reminder of the expedition's presence.

THEME 10: CHANGE - VANGUARD OF AN INVASION

Profound changes resulted from the Lewis and Clark Expedition. Some were immediate, others are still being analyzed by historians.

SUB-THEME: OPENING THE FLOODGATES TO THE WEST - The United States had evolved to a world power. Nationalism surged as Lewis and Clark opened the floodgate for the invasion of the West and eventual large-scale settlement by Euro-Americans. The West was demystified. Theories about mountains of salt, volcanoes, and mastodons were laid aside. Settlers could move west and survive.

SUB-THEME: AN EMPIRE OF KNOWLEDGE IS ACCUMULATED - Literally volumes of knowledge had been gathered and recorded. The fate of this information and its final destiny are disturbing. Lewis never published his own journals; and almost 10 years passed before Clark's journals were transcribed and published. The botanical specimens were ill-kept by the American Philosophical Society in Philadelphia. Because the water passage to the

Pacific was never discovered, the expedition was not perceived as a success at the time. Today, we can better evaluate the success or failure of this mission as we reflect on the destiny of modern America.

SUB-THEME: END OF TRADITIONAL WAYS - PLAINS INDIANS EXPOSED TO EUROPEANS - The expedition led to the "beginning of the end" of traditional Indian life. In their reconnaissance of the West, the corpsmen acted as agents of change. Those who followed brought disease that led to severe declines in Indian populations. Tribes intermarried, resulting in mixed blood races. Guns and horses became available and super power alliances formed. The traditions of the past began to erode.

Developing the Theme Relationships

The relationship of the established themes to one another is illustrated in Appendix IV. The themes are presented in two ways: the linear chronology of the trip events and the four expanded topics that relate to the uncharted territory, the plains region. Evidence of the Plains Indian influence is found in each theme category. (The diagrams presented are conceptual and are not intended to display the layout or design of the exhibits for the center. The task of assimilating these relationships into a prescribed exhibit treatment with a logical visitor flow pattern will fall to the A&E design services contractor.)

The thematic descriptions and relationship diagrams will be incorporated into the design services contract statement of work.

DISCUSSION

The in-house/outside experts approach and charrette process resulted in the development of an innovative focus for the Lewis and Clark National Historic Trail Interpretive Center. Documentation of the 3-day charrette provided sufficient background materials to prepare a detailed summary of the storyline. And finally, the outside experts became so enthused with the project, that they agreed to serve as advocates and continue their involvement by reviewing designs prepared by the A&E contractor.

Planning for Success

This planning project met with success. Reasons for this success are summarized below.

- * Existing interpretive facilities covering similar subject matter were studied to avoid duplication and ensure originality.
- * Subject matter experts participated intimately in storyline development. Without them, the interpretive story would have been relegated to a generalized encyclopedia text, and it would have been far more difficult to articulate the learning, behavioral and emotional objectives.
- * The planning process and team composition were tailored for the Lewis and Clark National Historic Trail Interpretive Center. For example, an in-house team, in this case, would not have been able to develop

comparable detailed thematic material. It is questionable whether the interpretive "hook" would have been as exciting without the knowledge provided by the history experts. Also, members had sufficient team skills to collaborate effectively.

- * Detailed accounts of the charrette were prepared allowing easy retrieval and review of the discussion material at a later date.
- * The charrette was well planned and executed. The agenda was clear, adequate time was allowed for most agenda items, the facilitator was effective, and each participant clearly understood the goals of the charrette. Above all, the environment was conducive to creative free thinking.
- * The planning team included the Forest Service line officer (Forest Supervisor) who held authority to approve interpretive decisions as they were made. This immediate access to approval authority allowed the team to be efficient and build momentum during the charrette.

Disadvantages or Failings of the Selected Process

The planning process had two primary disadvantages:

- 1). Considerable time was spent planning the charrette. Selecting the right members, designing the agenda, and preparing the participants for a productive session requires commitment by both the planners and the participants.
- 2). Travel and per diem expenses can be very costly for an in-house/outside agency expert team. In this case, \$8500 in travel and per diem was required for the outside agency experts.

Due to time constraints, the planning process failed to accomplish two of its goals:

- 1). Determining if there was any specific exhibit treatment key to the success of the interpretation.
- 2). Deciding if the interpretation demands a certain architectural presentation.

Recommendations

The Lewis and Clark National Forest should implement the following recommendations to continue the successful planning for the Lewis and Clark National Historic Trail Interpretive Center:

- 1). Enter into a contractual arrangement with the outside agency experts to assure their continued involvement in planning for the center. As advocates they can perform the following functions:
 - Prepare more detailed information for the story outline
 - Research and comment on availability of existing artifact collections that will bring the story to life

- Assist in evaluating the qualified A&E design firms
 - Review submittals by the selected A&E design firm
 - Serve on a national advisory board to assist in fundraising and program development.
- 2). Package the interpretive storyline in the statement of work for the A&E design contract, provide a draft to the shortlisted design firms before the interviews, ask candidate firms about their approach to designing exhibits, and review design submittals to ensure the story content is maintained in the exhibits.
 - 3). Encourage other Forest Service interpretive planners to integrate outside agency assistance in interpretive planning.
 - 4). Continue to network with outside agency experts throughout the planning process and establish partnerships with planners and managers of facilities sharing common goals.

SUMMARY

Successful interpretive story planning requires a combination of two skills: knowledge of planning processes and knowledge of the subject. This project addressed both of these issues by identifying and implementing an effective interpretive planning process. The resulting product is a fresh interpretive story for the Lewis and Clark National Historic Trail Interpretive Center.

It is the hope of the in-house agency/outside agency experts that the A&E contractor seek creative solutions to presenting the selected story focus. Because the Lewis and Clark Expedition traveled a linear east/west route and the journal entries frame the story with a logical beginning and ending, the lure of a linear story presentation is almost irresistible. In addition, without the benefit of understanding why the trip was taken (the beginning) and whether the travelers returned (the ending), visitors cannot independently understand the cause-and-effect relationships presented in the interpretive themes. Nonetheless, a more creative presentation should be explored.

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PERSONAL CONTACTS

Personal contact was made to following list of individuals to discuss their personal experience with interpretive planning processes.

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Johnson, Kurt, Interpreter, Fort Clatsop National Memorial, Oregon, Bureau of Land Management.

Lapinski, Bob, Interpretive Specialist, Denver Service Center, National Park Service.

Moore, Jerry, Director of Operations, High Desert Museum, Oregon.

Roth, Carolyn, Regional Interpretive Planner, Portland Office, Bureau of Land Management.

Slider, Terry, Technical and Design Review Coordinator for Coldwater/Johnson Ridge Complex, Gifford Pinchot National Forest, Forest Service.

Walker, Frank, Superintendent, Fort Clatsop National Memorial, Oregon, National Park Service.

APPENDIX I

PUBLIC LAW 100-552

OCTOBER 28, 1988

PUBLIC LAW 100-552—OCT. 28, 1988

LEWIS AND CLARK NATIONAL HISTORIC
TRAIL INTERPRETIVE CENTER, MONTANA

Public Law 100-552
100th Congress

An Act

Oct. 28, 1988
[S. 1794]

To authorize the establishment of the Lewis and Clark National Historic Trail Interpretive Center in the State of Montana, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

16 USC 1244
note.

SECTION 1. FINDINGS.

The Congress finds that—

(1) the site at which the historic Lewis and Clark Expedition commenced in St. Louis, Missouri, and the site at which the expedition terminated at Fort Clatsop in Oregon have been recognized as sites of historic significance on the Lewis and Clark National Historic Trail; and

(2) the historic significance of the travels of Lewis and Clark on the High Plains and their portage around the Great Falls of the Missouri requires additional recognition and interpretation.

16 USC 1244
note.

SEC. 2. ESTABLISHMENT.

(a) LEWIS AND CLARK NATIONAL HISTORIC TRAIL INTERPRETIVE CENTER.—That to further the public's understanding and provide appropriate interpretation of the scope and accomplishments of the Lewis and Clark Expedition, within the State of Montana and along the Lewis and Clark National Historic Trail, the Secretary of Agriculture (hereinafter in this Act referred to as the "Secretary") is authorized to establish the Lewis and Clark National Historic Trail Interpretive Center (hereinafter in this Act referred to as the "Center"). The Secretary shall establish the Center upon the transfer by the State of Montana to the United States of the lands described in subsection (b) and such additional easements and other rights as the Secretary deems necessary to ensure adequate public access to the Center.

Public
information.

(b) MAP.—The Center shall consist of those lands, located in the vicinity of Great Falls, Montana, donated by the State of Montana, not to exceed fifty acres, as generally depicted on the map entitled "Boundary Map, Proposed Lewis and Clark National Historic Trail Interpretive Center", dated June 1980. The map shall be on file and available for public inspection in the offices of the Chief, United States Forest Service, Department of Agriculture, and the State of Montana Department of Fish, Wildlife, and Parks.

(c) REVERSION OF LANDS.—Any lands or portions of lands granted to the Secretary by the State of Montana for use in connection with the Center shall revert to the State of Montana if, at any time, the Secretary uses such lands for any purpose other than those authorized under this Act.

16 USC 1244
note.

SEC. 3. ADMINISTRATION.

(a) AUTHORIZATION.—The Secretary shall administer the Center in accordance with this Act and the laws, rules, and regulations applicable to the national forests in such manner as will best provide

for the interpretation of the scope and accomplishments of the Lewis and Clark Expedition, along the Lewis and Clark National Historic Trail within the State of Montana. In no event shall the Center be used for purposes other than those provided for by this Act.

(b) **PLAN.**—Within two years after the establishment of the Center, the Secretary shall prepare and submit to the Committee on Interior and Insular Affairs of the House of Representatives and the Committee on Energy and Natural Resources of the Senate, a plan for the development and interpretation of the Center. Such plan shall include but not be limited to provisions for—

(1) interpretation to the public of available historic resources, documents, and artifacts associated with the Lewis and Clark Expedition, and

(2) development of facilities for public use and enjoyment of the area.

(c) **DONATIONS.**—Notwithstanding any other provision of law, the Secretary may accept donations of funds, property, or services from individuals, foundations, corporations, or public entities for the purpose of providing services and facilities which he deems consistent with the purposes of this Act.

(d) **COOPERATIVE AGREEMENTS.**—In administering the Center, the Secretary is authorized to enter into cooperative agreements with the State of Montana, or any political subdivision thereof, for the rendering, on a reimbursable basis, of rescue, firefighting, and law enforcement services and cooperative assistance by nearby law enforcement and firefighting departments or agencies. The Secretary is also authorized to enter into cooperative agreements with other Federal agencies, and with State or local public agencies for the development and operation of facilities and services in furtherance of the purposes of this Act. The Secretary is encouraged to develop, in conjunction with the State of Montana, a cooperative management plan for the entire Giant Springs Park which will enhance the general public's opportunity to use and enjoy the Center as well as the nearby historical sites, and other State and Federal lands.

Public health
and safety.
Law
enforcement
and crime.

(e) **COOPERATING ASSOCIATION.**—The Secretary is authorized and directed to enter into an agreement with the Portage Route chapter of the Lewis and Clark Heritage Foundation or a similarly affiliated organization to provide educational and interpretive materials to the public that highlight the travels of Lewis and Clark, High Plains Indians, explorers, or other historical features of the area, that are compatible with the purposes of the Center. Such agreement shall include but not be limited to each of the following:

Education.

(1) Provisions requiring the Foundation to obtain and maintain its status as a nonprofit tax-exempt organization.

(2) A provision permitting the Secretary to have access to the documents and records of the Foundation that involve the Center.

(3) The Foundation shall agree to return to the Center the profits earned from the sale of educational and interpretive materials.

(4) Minimum operating requirements and procedures for the sale of educational and interpretive materials at the Center.

(5) A procedure to settle disagreements between the Foundation and the Secretary.

(6) Reasonable rent and maintenance costs for the use of an area within the Center.

(7) Other items of mutual agreement.

The Secretary may terminate the agreement for good cause.

16 USC 1244
note

SEC. 4. AUTHORIZATION OF APPROPRIATIONS.

(a) IN GENERAL.—Except as provided in subsection (b), there is hereby authorized to be appropriated such sums as may be necessary to carry out the purposes of this Act, including such sums as may be necessary for the planning and designing of, and site preparation for, the Center and associated structures and improvements.

(b) CONSTRUCTION OF INTERPRETIVE CENTER.—There is hereby authorized to be appropriated not more than \$3,500,000 for the construction of the Lewis and Clark National Historic Trail Interpretive Center and associated structures and improvements.

(c) Any new spending authority described in subsection (c)(2)(A) of section 401 of the Congressional Budget Act of 1974 which is provided under this Act shall be effective for any fiscal year only to such extent or in such amounts as are provided in appropriation Acts.

SEC. 5. MISSOURI RIVER WILD AND SCENIC RIVER.

16 USC 1274
note.

Subsection (g) of section 203 of the Act approved October 12, 1976 (90 Stat. 2327, 2329), is amended as follows:

(1) Strike out "except" in paragraph (1)(G) and insert in lieu thereof "including".

(2) Strike out "National Park Service" in paragraph (2) and insert in lieu thereof "Bureau of Land Management".

Approved October 28, 1988.

LEGISLATIVE HISTORY—S. 1704 (H.R. 1982):

HOUSE REPORTS: No. 100-788 accompanying H.R. 1982 (Comm. on Interior and Insular Affairs).

SENATE REPORTS: No. 100-526 (Comm. on Energy and Natural Resources).

CONGRESSIONAL RECORD, Vol. 134 (1988):

July 26, H.R. 1982 considered and passed House

Oct. 11, S. 1704 considered and passed Senate

Oct. 12, considered and passed House



APPENDIX II

LIST OF IN-HOUSE AGENCY/OUTSIDE AGENCY PARTICIPANTS

CHARRETTE SESSION JANUARY 1990

LIST OF IN-HOUSE AGENCY/OUTSIDE AGENCY PARTICIPANTS

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APPENDIX III
INTERPRETIVE GOALS AND OBJECTIVES

GOALS AND OBJECTIVES OF THE LEWIS AND CLARK INTERPRETIVE CENTER

1. To increase visitor awareness and knowledge of the historic events associated with the Lewis and Clark Expedition - its objectives, significant successes and failures, and historic consequences
2. To increase visitor understanding of the natural environment of the Northern Plains and Rocky Mountains and the rich cultures of the native peoples who lived here; to dispel stereotypes and replace them with more accurate views
3. To welcome and orient visitors to local and regional recreation attractions, particularly cultural sites
4. To increase visitor understanding and appreciation for the spirit of exploration and discovery exemplified by the "Corps of Discovery"
5. To increase visitor awareness of the location of the Lewis and Clark National Historic Trail and its related sites; to motivate visitors to learn more about the trail through personal research and by visits to other sites
6. To increase visitor awareness of the Forest Service's role in managing segments of the trail

APPENDIX IV

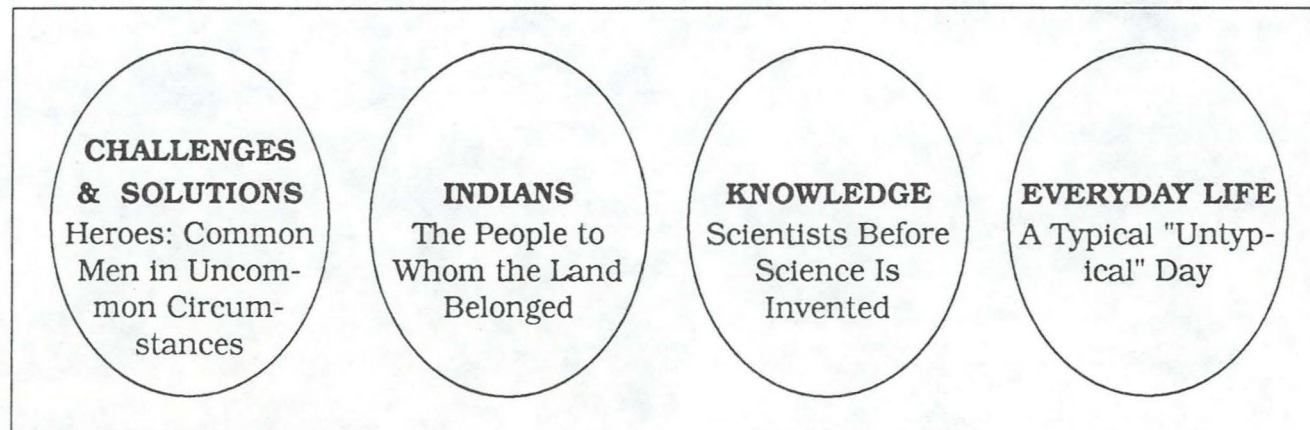
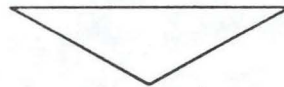
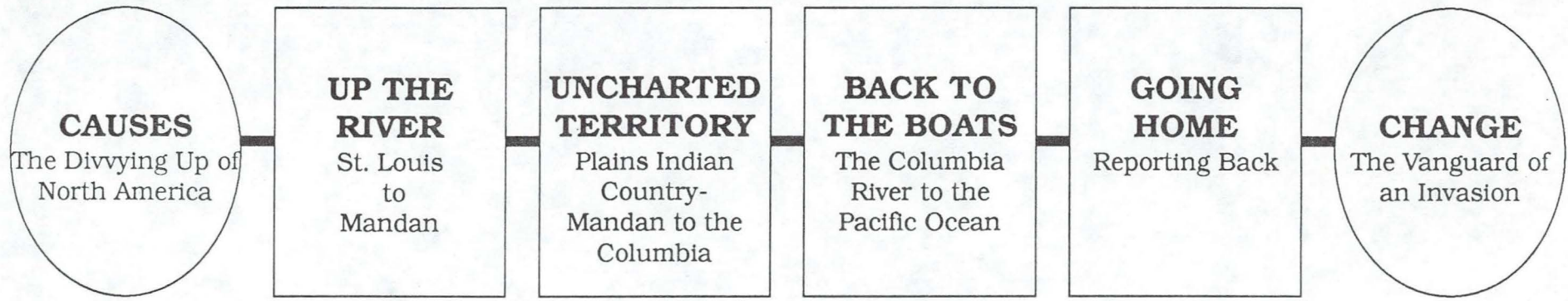
DIAGRAM OF THE THEMATIC RELATIONSHIPS

EXHIBIT STORY LINE

INTRODUCTION

CHRONOLOGY OF THE EXPEDITION

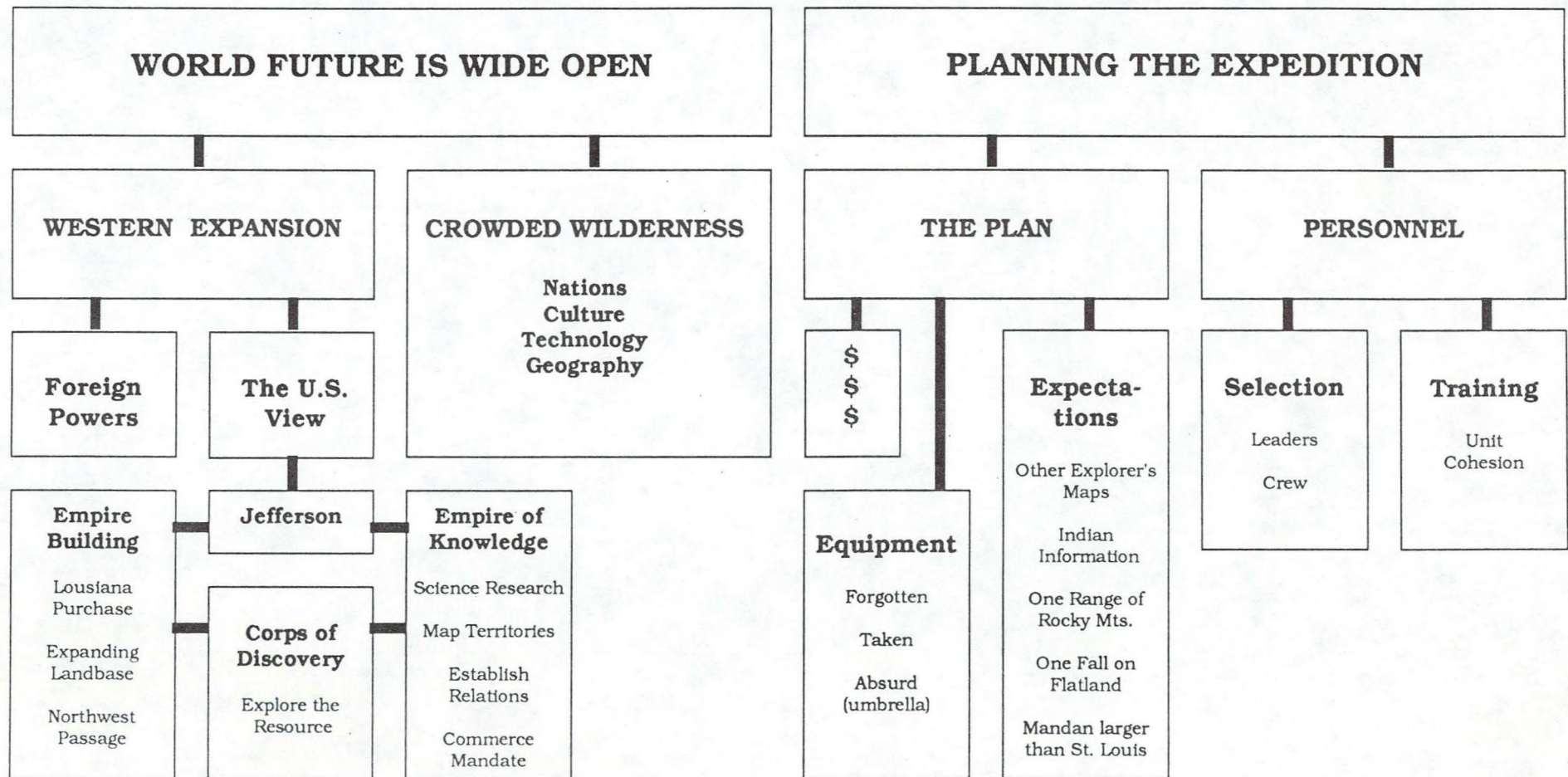
CONCLUSION



CAUSES

THE DIVVYING UP OF NORTH AMERICA

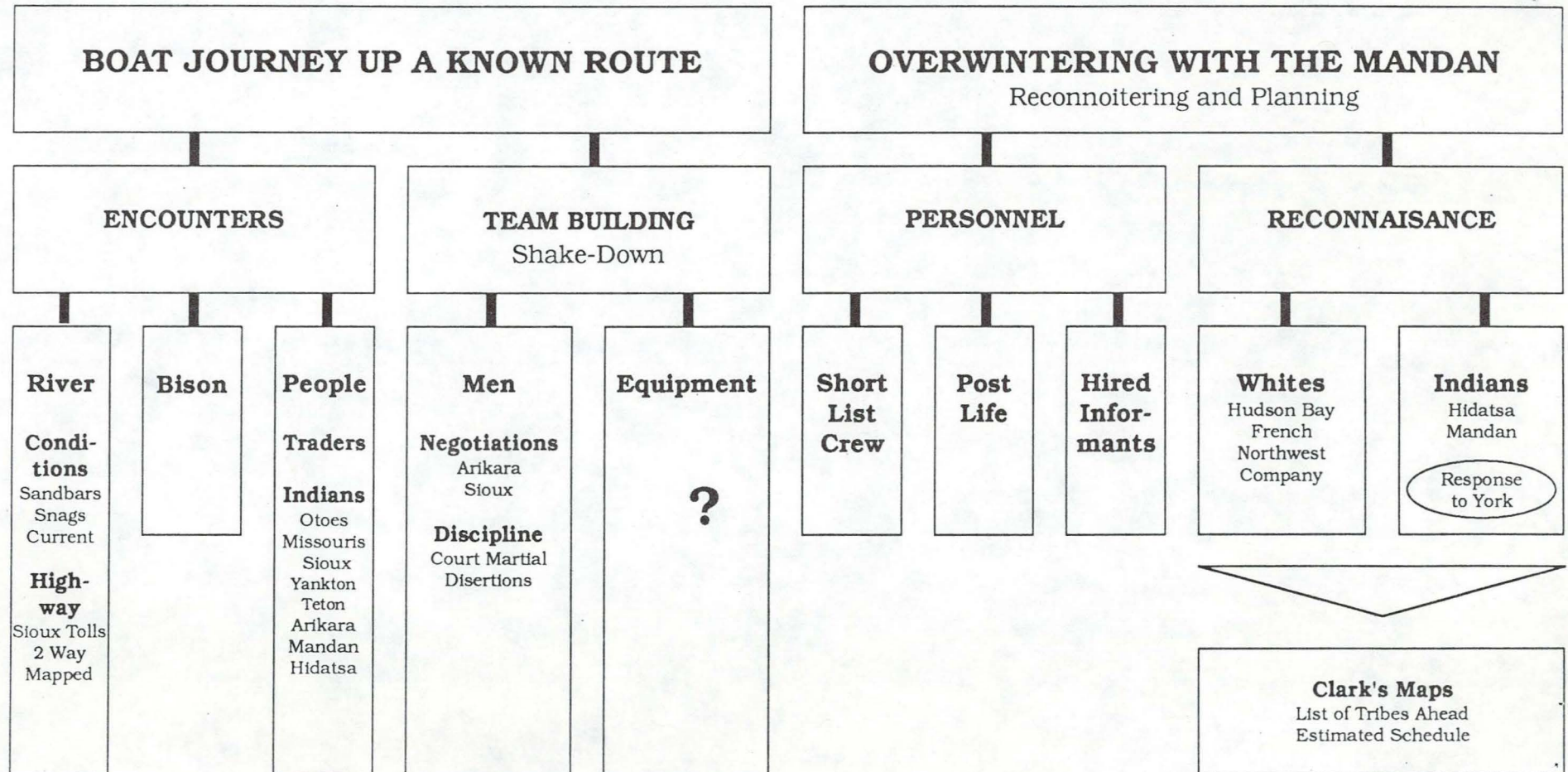
IV-3



UP THE RIVER

ST. LOUIS TO MANDAN

IV-4



UNCHARTED TERRITORY

PLAINS INDIAN COUNTRY/MANDAN TO THE COLUMBIA

ENCOUNTERING THE UNEXPECTED

THE MARIAS

Which fork
to take?

GREAT FALLS

5 falls
rather than
one on flat
land

ACROSS THE DIVIDE

Range after
range

PACIFIC WATERS

Finding the
right river

DEPENDENCE ON THE NATIVES

INFORMATION

TRANSPORTATION Shoshoni horses

CHALLENGES & SOLUTIONS

HEROES: COMMON MEN IN UNCOMMON CIRCUMSTANCES

9-IV

OVERCOMING BARRIERS

Geographic Challenges

THE GREAT FALLS

Inaccurate info
One man's flatland
is another's mountain

Material culture
Light vs. heavy

Iron boat
Untested
No sealant

Trip Delayed

Portage
Steep coulees
Sharp bison tracks
Grizzly bear

A WALL OF MOUNTAINS

Buying Horses
Shoshoni

Crossing the Divide
Little food

Caching Gear
Specimen

OVERCOMING CONDITIONS

Weather

SEASONAL HEAT

Wind
Canoe sails

SEASONAL COLD

Floods
Lost records

Hail
Giant hailstones

OVERCOMING BODY & MIND

Personal Trials

DISEASE

Sacajawea
Illness

HAZARDS

Prickly Pear

Snakes

Bears
Inadequate
weapons
2 in hunting
parties

ILLUS- TIONS

Barriers
One fall
One range

Boat failure
Humiliation

Indians
Reliance
Fear of Piegans
Few contacts

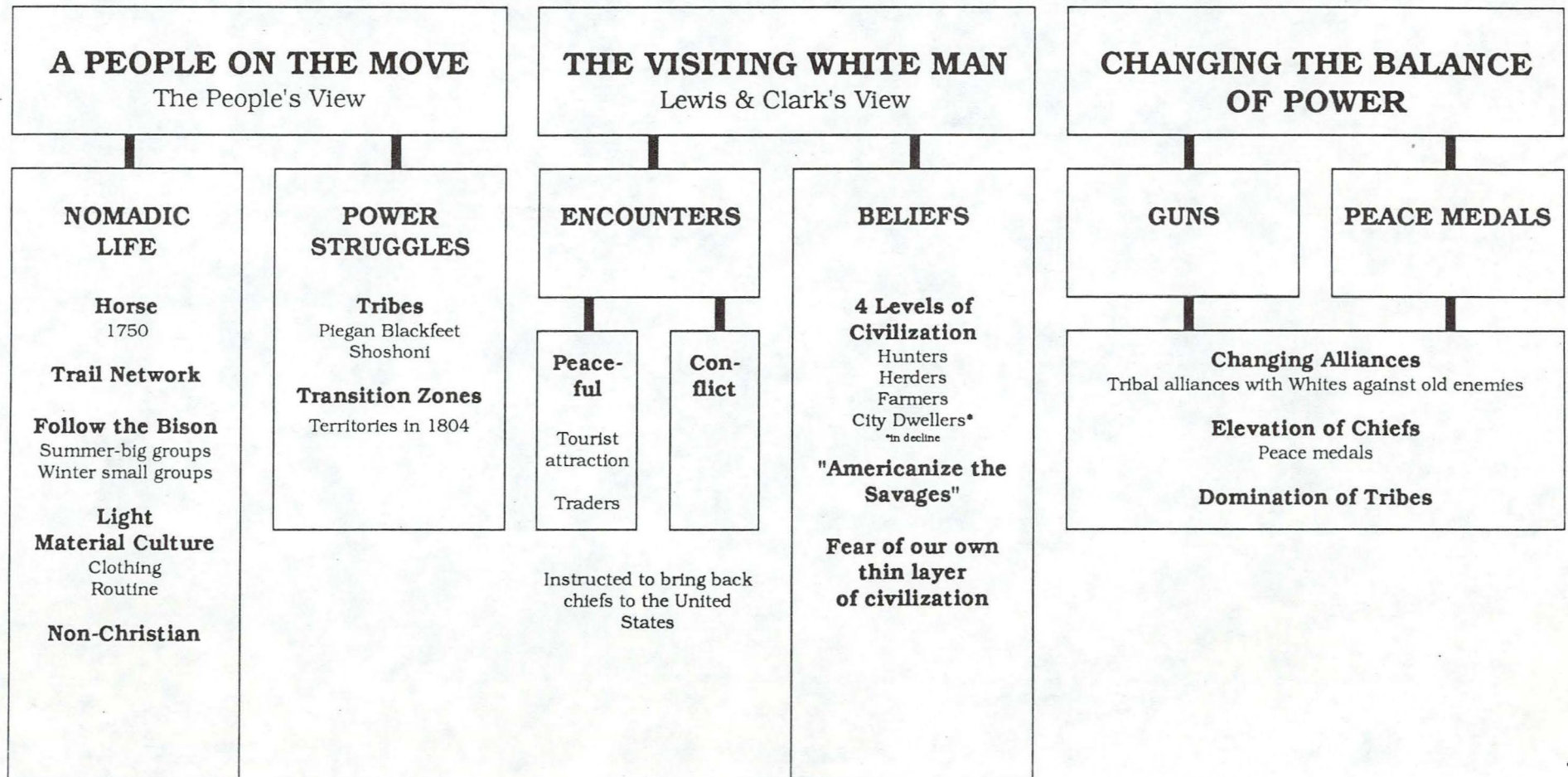
Slow going

Low morale
Poor
negotiations

INDIANS

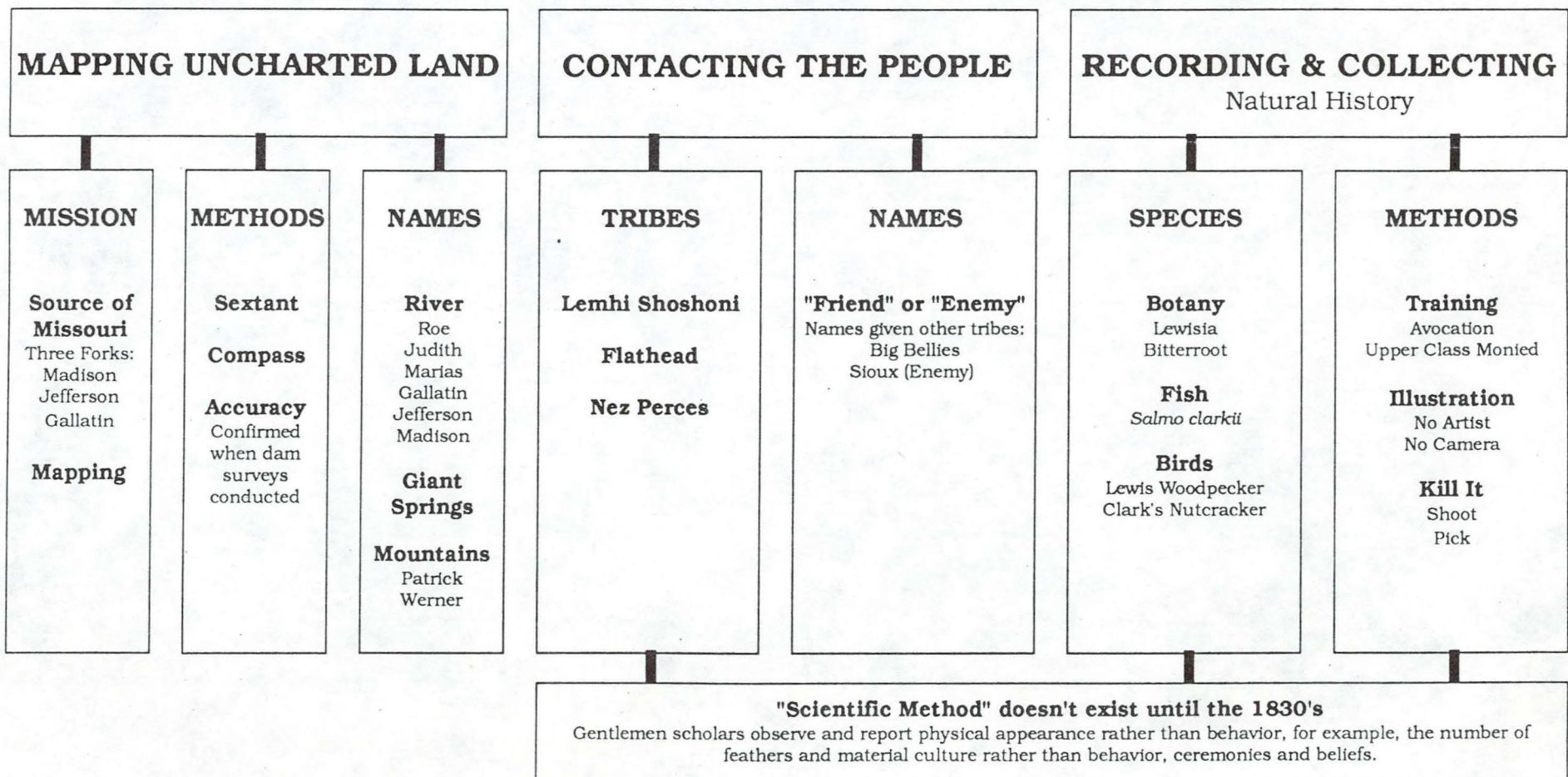
THE PEOPLE TO WHOM THE LAND BELONGED

IV-7



KNOWLEDGE

SCIENTISTS BEFORE SCIENCE IS INVENTED



EVERYDAY LIFE

A TYPICAL "UNTYPICAL" DAY

SOCIETY ON THE TRIP

SOCIAL STRUCTURE

Military

Decision making
Discipline
Hierarchy
Outcasts
drummed out

Civilian

French Engages
Hunters

DAILY ROUTINE

Record keeping
Journals

Food
Hunting
Preparation

Travel

RECREATION

Sex
Drinking

Music
Fiddle
Songs
Dancing

BRING IT, FIX IT OR MAKE DO

Equipment & Supply

ARMS

Ammunition
Manufacture

Repairs
Gunsmith
emerged

Weapons

FOOD

Menus
Caught
Meat, meat
and more meat
Brought
Canned soup
Salt
Booze
Hardtack
Preserved
Jerky
Pemmican

Mess Units
Hunt
Cook

SHELTER

Tents
Canvas
Leather teepee

PERSONAL GEAR

Hygiene
Baby Diapers
Tooth Care
Toilet
Grooming
Cures
purge & bleed

Clothing
start
maintenance
finish

BACK TO THE BOATS

THE COLUMBIA RIVER TO THE PACIFIC OCEAN

AN EASY BOAT RIDE

**UNCOMFORTABLE
ACCOMMODATIONS**

A MUTUAL DISLIKE

THE DALLES

**Desperate Acts
in Desperate
Times**
Extortion

Poor Supplies

CLATSOP

Tight Quarters

Bad Food

Bad Weather

Sickness

**LEWIS & CLARK
VIEW**

Fisheaters

**INDIAN
VIEW**

**Just Another
Bunch of Hustlers**

GOING HOME

REPORTING BACK

A FALSE START

BREAKING UP THE PARTY

MAPPING YELLOWSTONE
Clark Party

Systematic Reconnaissance

CONFLICT & DEATH
Lewis Party

Mandatory Trip

2 Indian Fatalities

Peace Medal Arrogance

CHANGE

VANGUARD OF AN INVASION

